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3. A survey of the policies and practices of organization and administration covering the fields set forth in the description of course EE [omitted] (Business Management), and presented with a degree of maturity comparable to that of courses in the Freshman year of a standard college; and also covering the fields set forth in the description of course FF [omitted] (Business Policies), and presented with a degree of maturity comparable to that of courses in the Senior year of a standard college.

NOTE: The material in course EE may appropriately be presented in the present four-year high-school course.

- V. A concentration group in which the student may choose either of the following groups:
 - A. Three additional courses in each of two functional fields.
 - B. Three additional courses in one functional field and three courses in special fields of business activity, such as bank management, foreign trade, commercial secretaryships, purchasing and sales management, printing, lumbering, etc.

It is perhaps worth repeating that the foregoing is a statement of minimum requirements. It does not consider the problem of appropriate additions to this minimum, either in the form of collegiate or of graduate work.

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DISCUSSION BY C. O. RUGGLES

Any plan of reorganization of the lower grades of secondary education is much to be desired which will give more and better training to many who now leave the secondary-school system as soon as they can be legally employed. Moreover, reorganization of the secondary schools in the upper grades is much needed in order to encourage many to remain in school longer who now drop out much too early.

It is very evident that the curricula of business education have not kept pace with our modern industrial and commercial organization. Dean Marshall's excellent paper shows concretely what the shortcomings of both

public and private schools have been in this field. It is clear, too, that as a result of the world-war the United States is to have closer political, industrial, and commercial relations with all of the principal countries of the world than it has had in the past. The degree to which we shall be able to maintain ourselves in this world-struggle will depend upon the training of our men. Hence the need for reorganization of our education from the elementary school through the university.

I will confine this brief discussion to three phases of the subject: first, the content of the curricula of the public and private secondary schools; second, the curricula of our colleges and schools of business; and third, the co-ordination of secondary schools with collegiate schools of business.

It has been pointed out by Dean Marshall that many organizers of business are self-appointed; that we can expect much of the education of our future business men to be given in the elementary and secondary schools. In other words, the future course of study of the secondary schools must be, for many, that of completion schools. The committee of the National Education Association on Reorganization of Secondary Schools has reported (*Bulletin U.S. Bureau of Education*, No. 25, 1918) in favor of a plan which will introduce into the earlier years of the secondary schools those subjects which are of immediate importance. They indicate for example that under such a plan constitutional questions would be deferred in order to give attention to those phases of civics which are of vital concern to those who leave school early. By subordination of deferred values this committee believes it is possible to make each year of the secondary curricula a unit.

If we assume that children begin their education at the age of six, they would be ready for the junior high schools at the age of twelve. In most states they could not be legally employed at that age, and they would therefore be started into the junior-high-school course. If they found this course suited to their needs many would doubtless remain beyond the age at which they could be legally employed. That present curricula are not suited to their needs is evidenced by the fact that probably 75 per cent of all children over fourteen years of age are not now in school (U.S. Bureau of Education, *Bulletin on Vocational Education*, No. 25, 1919). The report of the Committee of the National Education Association on Reorganization of Secondary Schools gave four reasons why so large a number leave the public schools earlier than they should. These were, first, limited range of instruction; second, failure to show pupils and parents the value of the work; third, the lure of employment; and fourth, economic pressure, real or fancied. In some cases it now happens that there is a "twilight zone" between the age at which children may leave school under the compulsory laws and the age at which they may be legally employed. It was the opinion of this committee that in most communities pupils leave because of dissatisfaction with the curriculum rather than from economic necessity, and the committee stated that this condition of affairs could be helped by the organization of junior high schools including the grades from seven to nine inclusive.

Such a program is in line with what is now expected of the average child. Without doubt we now assume that children will receive three or four years more of public education than was considered necessary two generations ago. The recent extension of the high school to include junior-college subjects is fundamentally sound, and this movement is destined to have a very wide and ready acceptance. More will be said about this development in connection with the discussion of the curricula of colleges and universities. But it is not only a vertical extension of the curriculum which is demanded by modern conditions; it is imperative that it be extended laterally as well. The secondary schools ought to offer the opportunity for both orientation and intensification. The secondary student should study something long enough to attain a standard of scholarship. He should also have the opportunity to become acquainted with the broad divisions of knowledge to enable him to determine his ability and his probable course for life. Surely the curricula should include in the future a wider choice in the field of social sciences. In a discussion of the "Changes Needed in American Secondary Education" before the Second Pan-American Scientific Congress in 1915 President Eliot pointed out that the secondary schools had been expected to teach thoroughly English, Latin, American history, and mathematics "with a dash of civics, and cease to encumber their programs with bits of the new sciences, and the new sociology." "This doctrine," he maintained, "is dangerously conservative." A committee of the National Education Association reporting in 1911 stated that "courses in economics should be encouraged," that "ignorance of economic principles is appalling," that "every high-school student should be given a practical knowledge of affairs in his own community, political, industrial, and philanthropic; of the basic principles of state and national politics, and of the movements for social reform and international peace." President Vincent has urged that just as nature-study in the grades later develops into the "ologies" in college, so should the social sciences be constantly drawn upon in elementary work to be followed by a substantial course in high school. Professor J. B. Clark maintains that much economic theory which has been considered difficult can be successfully taught to children ten years of age, and he rightly contends that in the United States where verdicts are given by a jury of voters it is not an advantage to have the jurors ignorant of the case.

The early conception of what should be given in commercial courses in the secondary schools is seen by the name "Business College Teachers' and Penmen's Association" organized in New York City in 1878. Not until 1894 did this Association co-operate with the National Education Association as the "department of business education." It ought to be generally recognized now that there is a need for education for business in fields other than that of clerical work. Moreover, even the type of clerical training which is now recognized has been vitally affected by modern industrial and commercial organization. The Cleveland survey showed that in only one position in one thousand was the function of stenographer and bookkeeper combined in the big businesses of that city (*Bulletin U.S. Bureau of Education*, No. 18, 1919).

The combination of bookkeeping and business organization, for example, would appear now to be more logical than the historical coupling of bookkeeping and stenography, a combination at one time demanded by the prevalent size of the business unit.

But at least from the standpoint of business education it is not sound educational policy to assume that full-time attendance up to a certain age is sufficient. We ought to make provision for part-time attendance on the part of those who have completed the minimum full-time period. This will mean a definite co-operative arrangement between the educational system and our industrial and commercial affairs. Business men will in time see the ultimate advantage to them of an adjustment of their plans so as to employ young persons in shifts, thus permitting them to engage in the actual work in which they are interested, on a part-time basis, and to receive theoretical instruction in school the remainder of their time.

Fortunately something has already been done to provide for part-time schooling. In 1918 there were reported 144 continuation schools in twenty-nine states and the District of Columbia (*Bulletin U.S. Bureau of Education*, No. 25, Vocational Education, 1919). A committee of the National Education Association made a strong plea in 1918 for a wider and more serviceable basis for these continuation schools, and reported in favor of compulsory part-time schooling for all up to eighteen years of age. Part-time attendance ought to be made possible for those over eighteen years of age who might desire to take advantage of it. Such a plan would doubtless make it probable that the great majority of self-appointed business organizers would be somewhat more efficient, and the social gains would be worth the cost of the additional instruction. President Eliot has said that the more he has seen of education the more he believes that the education which is most valuable at every stage is gained, not by listening and reading, but by observing, comparing, and doing. We ought to get rid of the idea in the United States that as soon as a child has finished his full-time attendance at school his formal education is complete. The position we have heretofore taken on this important question accounts for the numerous irregular and miscellaneous privately supported organizations and institutions that have sprung up to attempt to supply a real need.

The college curriculum has been very much influenced by tradition. This fact combined with the lack of sufficient contact with the modern world has meant a very conservative attitude on the part of our institutions of higher learning. When only a portion of the people were educated, for example the leisure classes and the ministers of the gospel, it was natural that the course of study should have placed much emphasis on the classics. Latin and Greek were, for the ministers, a vocational course in the same sense that banking and foreign trade are to students interested in those problems at the present time. There is some virtue in the conservatism of our colleges, for vital changes in the course of study ought not be made until it is clear that such changes are desirable. Unfortunately, however, the changes are often much overdue for the reason that the men who are in the "educational saddle" have been trained

to value those features of education which, because of the world's forward movement, are now somewhat less valuable, if not positively out of date. Many of the older men in educational work consider it a tragedy to eliminate or curtail those studies which they were taught to consider as the most important ingredients in any curriculum. The records of our young men, which were made available through the draft law, show conclusively the need of more and better technical training, and a more up-to-date curriculum along all lines in our public education. President Hadley has recently pointed out that the number of our soldiers with a knowledge of logarithms was not sufficient to meet the needs of the artillery regiments; that the number with a knowledge even of modern languages was far too small to meet the demands of army intelligence. We ought to study ancient and medieval civilization, but not to the exclusion of the world in which we are now living. Dr. Nicholas Murray Butler has said that the first question to be asked concerning any course of study is, "Does it lead to a knowledge of our contemporary civilization?" He maintains that if it does not "it is neither efficient nor liberal." President Eliot has maintained that the men who have done most for the human race since the beginning of the nineteenth century, "through the right use of their reason, imagination, and will," have been "the men of science, the artists, and the skilled craftsmen, not the metaphysicians, the orators, the historians, and the rulers."

The war has made it increasingly clear that there is a need for more co-operation of educational institutions and business interests in forming courses of study. The Committee on Education of the National Association of Credit Men, in a recent meeting at Chicago, brought in a report outlining a plan which was approved by the Association, providing for the establishment of an education department to be called "The National Institute of Credit." It is the hope of this Association that it can interest colleges and universities in giving more attention to courses in business than they have given heretofore. In the *Bulletin* of the National Association of Corporation Schools for October 15, 1919, the statement is made that plans are under way for the establishment by that Association of an "Industrial and Commercial University." The two functions of this institution so far announced are, first, "to make investigations" and, second, "to conduct courses to train efficient executives in all departments of the field of personnel relations in industrial and commercial life." These recent activities on the part of important business organizations ought to be taken seriously as an indication that the curriculum of collegiate schools of business is in need of reorganization and of adaptation to the needs which it may be fairly expected to meet.

The colleges and universities can co-operate with the secondary schools in a very effective way if they will give more attention to the training of teachers for secondary schools of business. Without efficient teachers in this field the proper type of courses cannot be given by the secondary schools. At the present time there would not appear to be sufficient inducement for colleges and universities to prepare their graduates for teaching positions as compared

with the attractions of commercial occupations. Recent facts collected by the National Education Association show that in the year 1916 there were 10,295 graduates from schools that trained teachers, that in 1919 there were 8,274, and that for the year 1920 the graduates will not much exceed 7,000, and yet if teachers, without special training in business and commercial lines can command good salaries in business, it is to be expected that graduates from collegiate schools of business will be at a premium. Young persons trained in these lines will therefore occupy a strategic position. They can teach or enter the business world. The social gain will be worth the cost in any case, and if prepared teachers are available, they can be secured if teachers' salaries advance as they should. President Hadley believes that the low pay of the teacher is more the fault of the school boards and boards of trustees than it is due to a lack of appreciation by the public of the teacher's services. There may therefore be some hope for better salaries for teachers.

Finally the proper co-ordination of secondary schools with collegiate schools of business demands that the colleges and universities take a broad view of the recent extension of the secondary schools to include the Freshman and Sophomore years of college work. The secondary curriculum of business education should be formed primarily with the large number in mind who will never go to college. This will mean a liberal choice of curricula which, in turn, will demand that colleges and universities broaden the scope of units which will be accepted for entrance or for which they will give advanced credit. The college has much enriched its own curriculum in its requirements for graduation, and it would appear that it ought to expect the same thing to happen in the secondary schools and to recognize a variety of possible routes by which students may approach and graduate from college. Without doubt, this movement to extend secondary education upward two years is in the interest of general education. If two more years were added to secondary schools more persons would avail themselves of additional education. Moreover, it would offer an opportunity to colleges and universities to do a much higher grade of work than is now possible with the presence of large first- and second-year classes. In content and character the work of Freshmen and Sophomores is much more closely related to secondary education than it is to college and university work. It was President Jordan, I believe, who said that a big university library is about as much an embarrassment to a Freshman class as a big Freshman class is to the library. This is certainly of vital interest to the universities and to the colleges that offer graduate work. We ought in this country to face the fact squarely that our universities are not real universities, and that they cannot be universities in the true sense of the word until Freshman and Sophomore classes are greatly reduced, or better still, where at all feasible, eliminated entirely. Already our higher educational institutions must bow to the American corporation in important fields of research. The corporation, however efficient in its investigations, is interested in those phases which affect it most. It is the university which must be expected to seek the truth for its own sake.

A complete educational program from elementary and secondary education through the colleges and universities ought to accomplish at least two things. First, there should be every opportunity for the proper education of the masses and, second, adequate training of leaders. The combination of an intelligent people and competent leaders is necessary not only to make the world safe for democracy, but to make democracy safe for the world. The degree to which panaceas for social ills will be embraced depends upon the level of general intelligence. The degree to which we can carry forward sound social reforms depends both upon the ability of our experts and the general intelligence of our people. These in turn are dependent upon an efficient secondary-school system and its proper co-ordination with higher educational institutions in which there is the opportunity to do graduate work and research of the highest order.

DISCUSSION BY RALPH E. HEILMAN

As I understand Dean Marshall's position, it is substantially as follows:

First. Our public and high schools are at the present time undergoing a fundamental reorganization.

Second. The outcome of this reorganization will probably be the establishment of an arrangement consisting of six years in the grade school, followed by three years in the junior high school, and three years in the senior high school; upon completion of which the student will have obtained the equivalent of the present first two years of college.

Third. In this rearranged high-school curriculum, a substantial amount of social and economic science should be required, particularly in the junior commercial high schools.

Fourth. This movement for the reorganization of the public educational system is deserving of the indorsement, support, and co-operation of this Association.

The reorganization of our public-school system, which Dean Marshall predicts, while radical in its character, will offer large advantages to the high-school students, to our collegiate schools of business and the work which they are endeavoring to do, and to society in general.

For those students who will go no farther than the junior high school, and who, upon completion of the junior-high-school course, will go to work, there will be important benefits. The study of a substantial amount of social and economic science, in the junior high school, will go far to give them an understanding of the economic system of which they are to become a part, when they begin their work. Nearly all of these students must take their places as clerical and routine workers, in the rank and file. But a study of economic science, reduced to its simple and elementary terms, would, in most cases, make them more efficient clerks and routine workers. Thus, because it would give to them a clearer knowledge of their work, it would enable them to understand their jobs in relation to the work done by others; it would give them a larger comprehension of the relation of their work to the activities of organized industrial society. This would produce an increased degree of interest in the work which they will have to do, and would therefore render